

## Estado de la producción de textos por parte de estudiantes universitarios y su impacto en el contexto globalizante

State of textual production in college students and its impact on the globalizing context

Estado da produção textual em estudantes universitários e seu impacto no contexto globalizado

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### Abstract

Within the program of Social Communication at Unad Palmira, there is a continuous need for the university student to reproduce the relevant information during the learning process, for which it is essential to use tools and habits of reading and writing, allowing not only gain a grade in the courses but to reflect that the way the students read and write is the same way they assimilate information and the scientific knowledge itself.

That is why as a future professional, a social communicator will face a globalized context, where the quality of textual production will be reflected in the consistency, objectivity and respect for semantic and grammatical rules that build comprehension with all kinds of worldwide readers, being competitive with other professionals producing writings and trained internationally, so that their writings meet the communication demands of all types of readers using new technologies to access their work from anywhere in the world.

Overall, textual production indicates the degree of quality in the communication given with the proper attention to global diversity. It represents greater importance to the term globalization for the present investigation, which is established as the society of knowledge, with an unified stage for the standardization of contents and cultural habits, with information that modifies either the everyday environment and spatio-temporal experiences of users, and finally the production, distribution and handling information as structural elements of the economic and cultural global activities.

Globalization comes to participate in the investigation as a modeller of reality which faces the future social communicator, demanding quality to compete with the many elements presented in the international level, and which only leaves a space for the best storytellers and information producers.

Similarly, the development of technology has generated in textual production practices a bigger effort to build and enrich their own knowledge, without falling into the copies of the reports transcribed by other authors, which leads on getting a better grade even when in many cases the quality of the content could be unknown, moving the work object away from knowledge under the student's own responsibility.



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The results presented in this research are based on the solution of the questions that were worked during the development of the program and are used to measure the level of quality factors in writing, punctuation, knowledge of the subject and observed joint text in written work developed in the present subject, for example, on the subject “Social Development Project.”

### **Keywords**

Textual production, globalization, context, investigation.

### **Resumo**

No programa de Comunicação Social da UNAD Palmira, existe uma necessidade contínua de o estudante universitário reproduzir as informações relevantes durante o processo de aprendizagem, para o qual é indispensável usar ferramentas e hábitos de leitura e escrita. Isso não somente permitirá ganhar um grau nos cursos, mas reflete a forma como os estudantes lêem e escrevem, da mesma maneira que assimilam as informações e o próprio conhecimento científico.

É por isso que, como um futuro profissional, um comunicador social terá de enfrentar um contexto globalizado, onde a qualidade da produção textual irá se refletir na consistência, objetividade e respeito pelas regras semânticas e gramaticais, construindo o entendimento de todos os tipos de leitores em todo o mundo, sendo competitivos com relação a outros profissionais que produzem textos e que são treinados internacionalmente, para que seus textos atendam as demandas de comunicação de todos os tipos de leitores que usam as novas tecnologias para acessar seu trabalho a partir de qualquer lugar no mundo.

No geral, a produção textual indica o grau de qualidade na comunicação dada com a devida atenção a diversidade global. Representa uma maior importância do termo globalização para a presente pesquisa, que se encontra estabelecida como a sociedade do conhecimento, com um estágio unificado para a normalização dos conteúdos e hábitos culturais, com informações que modificam tanto o ambiente cotidiano como as experiências espaço-temporais dos usuários. E, finalmente, a produção, distribuição e tratamento da informação, como elementos estruturais das atividades globais econômicas e culturais.

A globalização participa da investigação como um modelador da realidade que é enfrentada pelo futuro comunicador, exigindo qualidade para competir com os muitos elementos apresentados em nível internacional, e que somente deixa espaço para os melhores contadores de histórias e os produtores de informação.

Da mesma forma, o desenvolvimento da tecnologia tem gerado nas práticas de produção textual um esforço maior no sentido de construir e enriquecer seus próprios conhecimentos, sem cair na cópia de relatórios transcritos por outros autores, o que conduz a obtenção de uma nota melhor mesmo quando, em muitos casos, a qualidade do conteúdo pode ser desconhecida, movendo o objeto de trabalho para longe do conhecimento sob a responsabilidade do próprio estudante.

Os resultados apresentados no presente trabalho de pesquisa se baseiam na resolução das seguintes questões, que foram trabalhadas durante todo o desenvolvimento do programa



e são usadas para medir o grau de qualidade dos fatores de escrita, pontuação, conhecimentos sobre o tema e projeto comum, observado nos trabalhos escritos desenvolvidos no curso atual, por exemplo, em “Projeto de desenvolvimento social”.

### **Palavras-chave**

Produção textual, globalização, contexto, investigação.

### **Resumen**

En el programa de Comunicación Social de la UNAD de Palmira, existe la necesidad constante de que los estudiantes universitarios reproduzcan información relevante durante su proceso de aprendizaje. Para lograr esto, es indispensable utilizar herramientas y tener el hábito de la lectura y la escritura, lo cual permite no sólo obtener una calificación en las materias, sino también evidenciar que la manera en que los alumnos leen y escriben corresponde a la forma en que asimilan la información y el conocimiento científico en sí.

Este es el motivo por el cual, como futuros profesionales, los comunicadores sociales deberán enfrentar un contexto globalizado en el que la calidad de la producción de textos se reflejará en la congruencia, la objetividad y el respeto por las reglas semánticas y gramaticales que construyen la comprensión con todo tipo de lector a nivel mundial, permitiéndoles ser competitivos con otros profesionales que producen documentos y han recibido educación internacionalmente, de tal manera que sus documentos satisfagan las exigencias de comunicación de todo tipo de lector, utilizando nuevas tecnologías para tener acceso a sus trabajos desde cualquier parte del mundo.

En general, la producción de textos indica el grado de calidad en la comunicación prestando la debida atención a la diversidad global. Representa una mayor importancia del término globalización para la investigación actual, la cual se establece como la sociedad del conocimiento, con una etapa unificada para la estandarización de contenidos y hábitos culturales, con información que modifica el ambiente cotidiano y las experiencias espacio-temporales de los usuarios y, finalmente, la producción, distribución y el manejo de la información como elementos estructurales de las actividades económicas y culturales a nivel mundial.

La globalización desempeña un papel en la investigación como modelador de la realidad que enfrentarán los futuros comunicadores sociales, exigiendo calidad para competir con el gran número de elementos presentes a nivel internacional, y que solamente tiene espacio para los mejores productores de información y narradores de historias.

De manera similar, el desarrollo de la tecnología ha dado como resultado un mayor esfuerzo en las prácticas de producción de texto por desarrollar y enriquecer su propio conocimiento, sin recurrir a la copia de informes transcritos por otros autores, lo cual lleve a obtener una mejor calificación incluso cuando, en muchos casos, la calidad del contenido podría ser desconocida, distanciado el objeto de trabajo del conocimiento bajo la propia responsabilidad del estudiante.

Los resultados presentados en este trabajo de investigación se basan en la solución de las preguntas generadas durante el desarrollo del programa y se utilizan para medir el nivel de calidad en los factores de escritura, puntuación, conocimiento del tema y el



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texto conjunto observados en los trabajos escritos desarrollados en la asignatura actual, por ejemplo, en la materia “Proyecto de Desarrollo Social”.

## **Palabras clave**

Producción de textos, globalización, contexto, investigación.

## **Introduction**

According to Alzina, (1996), textual production as a source of communication between the teacher and student's knowledge should be the primary tool for the future professional to build with quality, consistency and understanding works, notes, and all kinds of written results for interpreting the degree of complexity developed within their learning process.

Currently the program of Social Communication from the School of Social Sciences, Arts and Humanities of the National Open and Distance University in Palmira has a 90% of virtual learning, which requires from each student within the basic plan for professional courses, a minimum of 36 hours of independent work, which consider readings; library consultations; visiting websites, networks and databases; development of activities scheduled for the tutorial; reporting; self-assessment exercises and testing. (Unad PAP, 2006).

According to an internal report made in the courses Communication and Education, and Social Development Project, which are part of the curriculum of the social communication program from Unad, students enrolled in them by the time they are culminating career or program. In the academic period 2013-1 there are 456 students enrolled in the course Communication and Education and 330 students enrolled in the course Social Development Project. The support of the textual quality in students is reflected in the grades of their works represented in essays, reviews, articles and drafts (excluding the graduation project), which represent approximately 60% of low-scoring students due to poor writing, and the lack of understanding of reading related to the topic of learning, among others.

Poor grades in the written works are shown in the report made in the second week of February for the courses mentioned above, where the first “not online” activity students must do is the 2<sup>nd</sup> one, with a maximum score of 16 among the 300 total points. They should develop a theoretical framework about communication and education in the context of cultural expressions. The 79.3% of the students received less than 12 points in their grade, due to errors in the interpretation, writing, punctuation and presentation. In addition, 59.3% failed the activity with less than 8 points, for the same reason (Report, 2013).

## **Methodology**

### ***Methodological Approach***

The approach which addressed this research is qualitative and exploratory, allowing the formulation of a problem in order to bring a more precise research, and similarly provide the subject to the reader and researcher and increase their familiarity with the phenomenon identified. This helped to clarify concepts, set preferences for future studies that emerge from this study, as it investigated a phenomenon which has not had a previous



study. According to Gergen, (2006), the domain of qualitative research offers some of the richest and most rewarding explorations that are available in contemporary social science.

Similarly, the study was also descriptive as it allowed describing the characteristics that identify the different elements of quality in textual production and its interrelationship with the requirements that represent high education today for the professionals. So the facts comprising the research problems were delimited as follows:

## Variables

Variable	Instrument	Question
Spelling	Written	How many spelling errors per page?
Articulation	Written	Do pronouns and articles keep the reference? Errors per text
Punctuation	Written	How many punctuation errors?
Drafting	Written	Is the writing easily understood in each paragraph?
Syntax	Written	Are expressions syntactically well-constructed in the text?
Communicative Purpose	Written	Is there a communicative purpose in the text produced?
Knowledge of Text Structure	Survey	Do you know about the types of text and their structure?
Linguistic and Gramatical Aspects	Survey	Do you know about the linguistic and grammatical concepts? (correction, cohesion, coherence)
Communicative Context	Survey	Do you know about the features of the communicative context?
Identifying Main Ideas	Survey	Do you easily identify the main ideas of the readings?
Provided Tools	Survey	Do you think the program provides enough tools to enhance textual production?
Cognitive Work for Text Production	Survey Direct Observation Written	Can you work on activities that require the transformation of a given message, to develop a plan of a text, distinguishing what is essential?
Spaces for Text Production	Direct Observation	Are there any areas to improve textual production in the virtuality of Unad?



Errors in the Reference Material	Survey	Do you find in the reference material given by the University any textual errors in the content production?
Glossary	Survey	Does the program provide vocabulary for the unknown words in the readings?
Evaluation	Survey	Within the documents written for the activities in the course, what options do you think are graded: Grammar___ Spelling___ Drafting___ Articulation___ None___ All___
Synthesis Development	Survey	Do you know how to build a synthesis?
Level of Satisfaction	Survey	Do you feel satisfied with the preparation in textual production as a future social communicator?
Level of Importance	Survey	Do you consider textual production as an important indicator of quality in your professionalization?

## Methodological Design

### *Data Collection*

For the development of this study, we worked with the students of the Social Communication program enrolled in the Cead Palmira, which to February 2013 were 153 people. They are students who live in Cali, Palmira, Yumbo, Pradera, Buenaventura, Candelaria and Tuluá. There is also a student who lives in Venezuela and another one in Capernaum. Most of them are adults, working in the private sector or in the media.

10 students who are about to graduate were chosen for the sample. It is because as soon as they were chosen, the university granted the complete characterization to supplement the information in this work.

### Instruments

#### *The documentary analysis, the writings produced by the participants and the survey*

The documentary analysis as a starting point of the investigation, allowed classifying existing documents with important scientific contributions made by experts in the research topic.

The writings produced by the participants are the documents that they presented in the sample, such as testing, analysis and articles, in order to inventory on them things like grammar, punctuation, writing, joint and semantics, to evaluate their quality in textual production.



The collection of information through the survey was done with forms, which have application to those problems that can be investigated by methods of observation, analysis of documentary sources and other knowledge systems. The survey allowed the understanding of the perceptions and opinions of the individuals in relation to the research subject of this study.

According to the above, it was developed a form of 12 questions, closed type with multiple choice option for the measurement of the result in the variables that were proposed.

### Procedures and Methods for Data Analysis

To present the data resulting from the survey for its collection, information was tabulated, and subjected to mathematical techniques and statistics. It was specified for each question its reading chart with the respective frequency and dispersion of results for easy interpretation, allowing to read the results using percentages according to the pre-set options in the questions form.

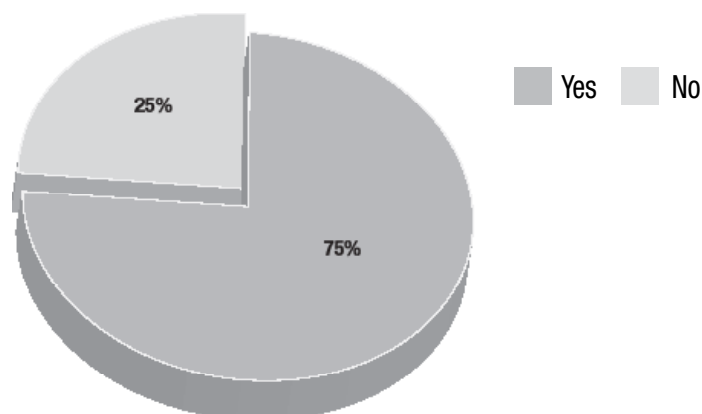
The other instruments were subjected to surveys which identified the presence of variables in writings that measured the quality of textual production, in order to present textual analyses confronted with the research as the documentary analysis for the conclusions to be obtained.

### Results and discussion

1. Do you know about the types of text and their structure?

Yes	15
No	5

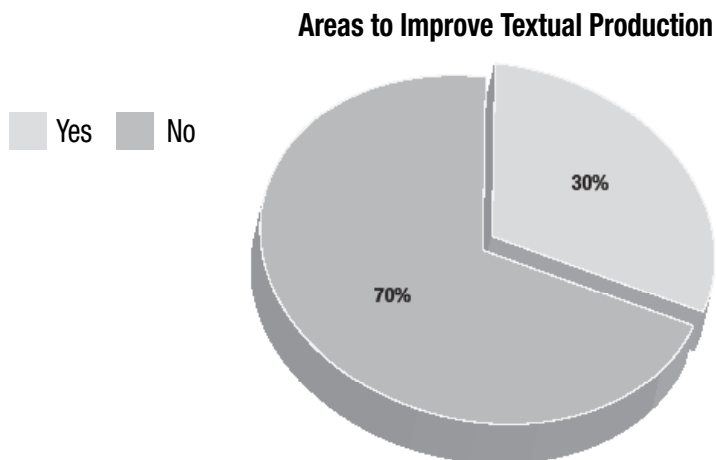
**Knowledge of Text Structure**



**Graph interpretation:** the above graph shows that 75% of the population knows about the types of text and structure, and 25% does not know about it.

2. Are there any areas to improve textual production in the virtuality of Unad?

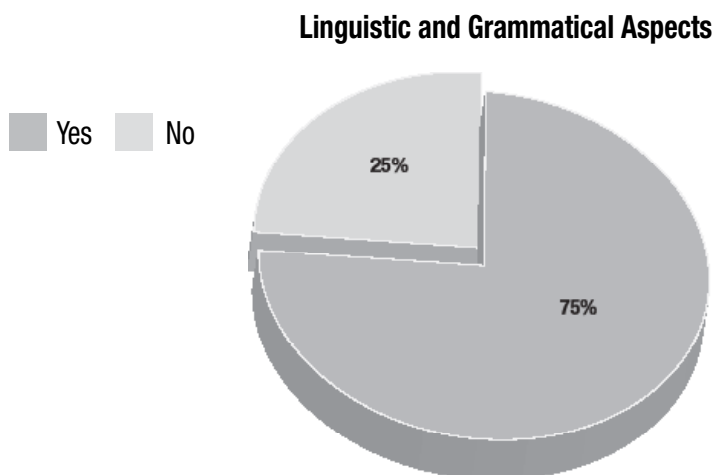
Yes	6
No	14



**Graph interpretation:** the above graph shows that 70% of the population considers that there are areas to improve in virtual textual production; only 30% believes that there are such spaces.

3. Do you know about the linguistic and grammatical concepts? (Correction, cohesion and coherence).

Yes	12
No	8



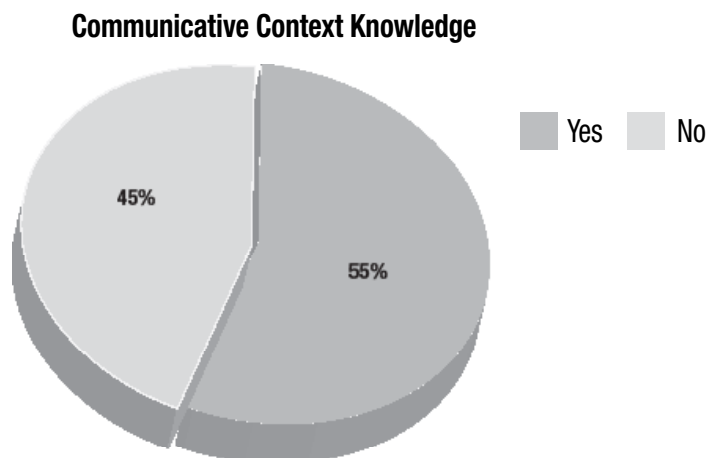
**Graph interpretation:** the above graph shows that 75% of the population has no knowledge about the linguistic aspects mentioned, and 25% has some knowledge about it.





4. Do you know about the features of the communicative context?

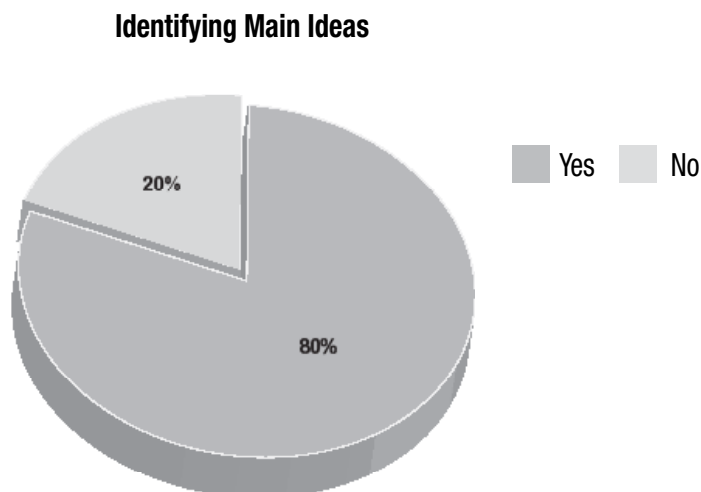
Yes	11
No	9



**Graph interpretation:** the above graph shows that 45% of the population suffers the lack of knowledge about the characteristics of the communicative context, the remaining 55% knows about the topic.

5. Do you easily identify the main ideas of the readings?

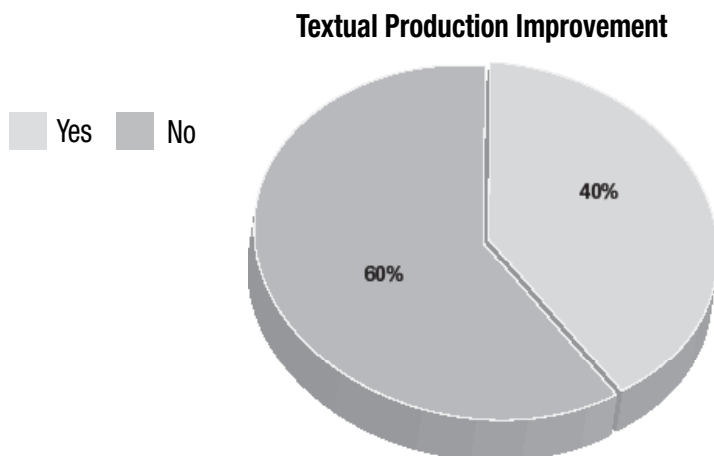
Yes	16
No	4



**Graph interpretation:** In this question, 80% of the population said they can identify the main ideas of the readings, and only 20% cannot easily identify them.

6. Do you think the program provides enough tools to improve textual production?

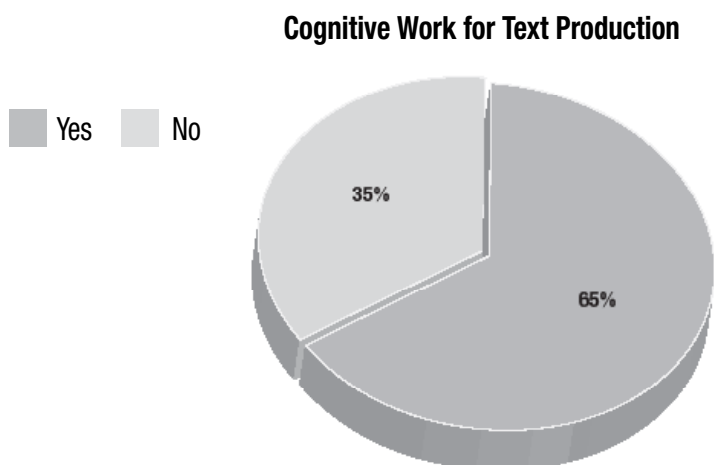
Yes	8
No	12



**Graph interpretation:** the above graph shows that 60% of the population considers the program provides enough tools to improve text production in students, although 40% believes that the program does not provide them.

7. Can you work on activities that require the transformation of a given message, to develop a plan of a text, distinguishing what is essential?

Yes	13
No	7



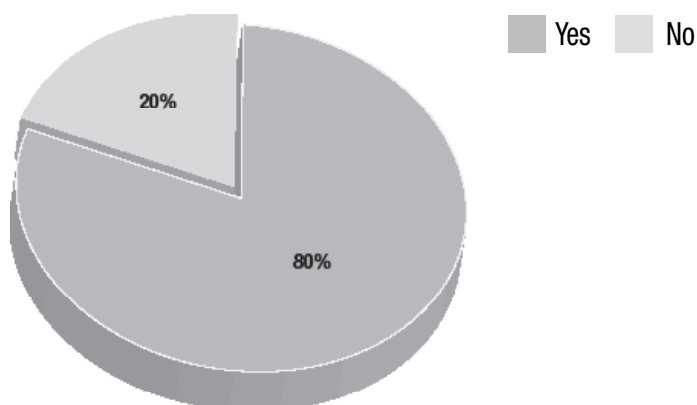
**Graph interpretation:** When the population was asked about working on activities that require the transformation of a given message, to develop a plan of a text, 65% answered affirmatively and 35% negatively.



8. Do you find in the reference material given by the University any textual errors in the content production?

Yes	16
No	4

**Errors in the Reference Material**

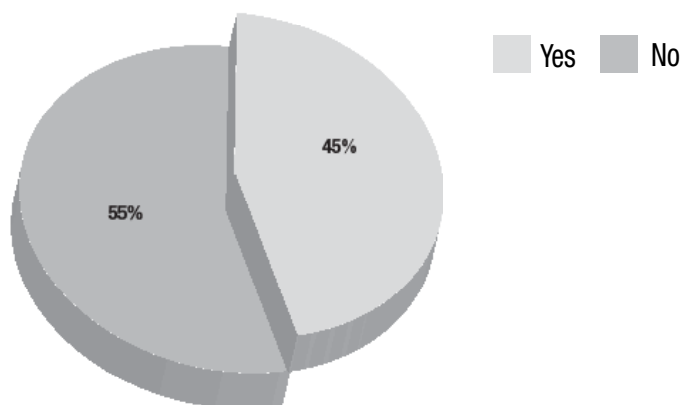


**Graph interpretation:** It is observed that 80% of the population found errors in textual production of reference materials from the University, and 20% did not find any.

9. Does the program provide vocabulary for the unknown words in the readings?

Yes	9
No	11

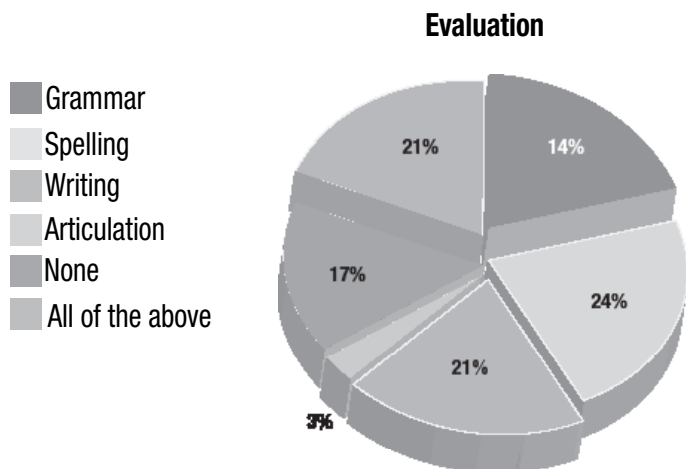
**Glossary and Vocabulary**



**Graph interpretation:** the above graph shows that 45% of the population says the program provides vocabulary, and 55% says there is no presence of such glossary.

10. Within the documents written for the activities in the course, what options do you think are graded?

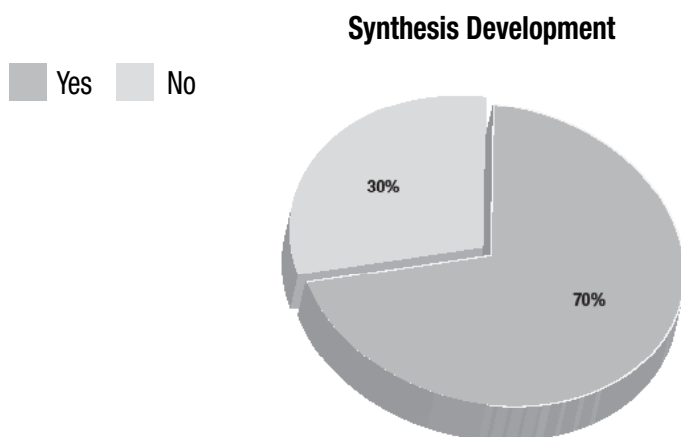
- Grammar
- Spelling
- Writing
- Articulation
- None
- All of the above



**Graph interpretation:** According to this graph, we observed that 3% mentioned articulation, 14% grammar, 24% spelling, 21% writing, 17% none, and 21% all of the above.

11. Do you know how to build a synthesis?

Yes	14
No	6



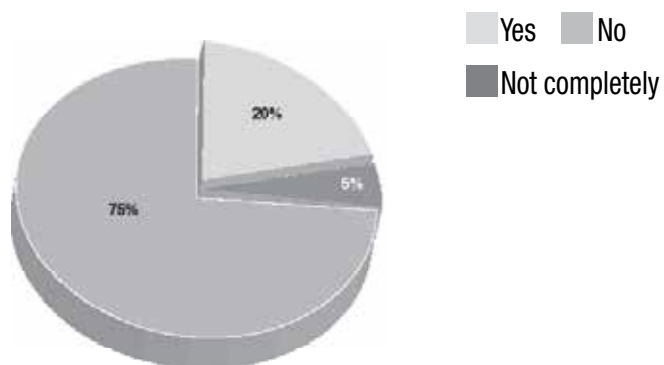
**Graph interpretation:** It is observed that 70% of the population mentioned it affirmatively, and 30% did it negatively.



12. Do you feel satisfied with the preparation in textual production as a future social communicator?

Yes	4
No	1
Not completely	15

**Level of Satisfaction**

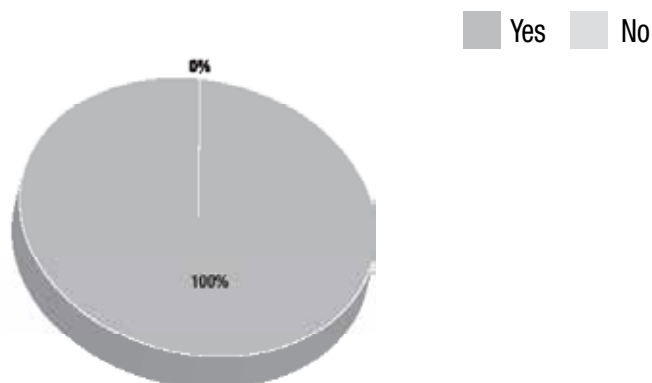


**Graph interpretation:** the above graph shows that 20% of the population answered they are satisfied with the preparation in textual production as professionals; 75% are not completely, and the remaining 5% said they are definitely not satisfied.

13. Do you consider textual production as an important indicator of quality in your professionalization?

Yes	20
No	0

**Level of Importance**



**Graph interpretation:** It is observed that 100% of the population considers textual production is important as an indicator within professionalization.

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## About the writings graded

**Course Name:**

Social Development Project

**Revision Date:**

March 25th, 2013

March 26th, 2013

**Revised Activity:**

General Recognition Work and Actors. Activity 2.

**Score:** 16 out of 300

**Number of activities revised: 20**

1. Juan Carlos León Castillo:
  2. David Mancera
  3. Yesid Alonso Mora
  4. Juan Gabriel Buelvas Aldana
  5. Gloria Hincapié
  6. María del Pilar Pinzón
  7. Lidya Lucero Rincón
  8. María Patricia O.
  9. Mónica Milena Moncada
  10. Luz Patricia Sánchez Linares
  11. Liz Careli Yaruro
  12. Adriana Quimbayo
  13. Ingrid Carolina González
  14. Yeibes Enrique Hernández
  15. Gustavo Álvaro Cobaria
  16. Mildredth Matilde Atencia
  17. Tatiana de las Nieves Miranda
  18. Leonor Ibeth Rodríguez
  19. Martha Isabel Beltrán
  20. Jezenia Barbosa Reyes
- Writing: 16 people had problems when writing
  - Spelling: 20 people had spelling errors, presenting up to 17 errors per person



- Coherence: 7 people had a regular coherence, 13 showed inconsistencies in the several parts of the text.
- Source: 9 activities presented inconsistency in different sources
- Presentation (title, introduction, map, conclusions): 8 people had no introduction and conclusions
- Work content: It was correct
- Norms: 20 activities presented problems in managing the APA standards required

After tabulating the data obtained from the survey and the documents reviewed, there is inconsistency between the survey data and the results of textual production works, because in the survey data students respond to questions such as the No. 5, which shows us that 80% of the population mentioned the ability to identify the main ideas of a text, when yet in the ratings and comments made in the work, it was determined that over 30% of students got deficiencies in this achievement.

Therefore it is a large number of students who have difficulties identifying the main idea of the work they developed.

The same happened with factors such as the transfer of messages given, grammar, spelling, writing and articulation, among others, which according to the survey, there was a high percentage responding to handle cognitive and management tools for these issues, but at the time of checking the textual works, the result was not the expected.

This may be due to the commitment students feel to show or demonstrate a good image of the institution, and even if that is their intention, poor reading and writing is reflected in gross errors and lack of textual production quality under the practice.

Second, there is little satisfaction expressed by the students surveyed regarding to the lack of preparation in the field of textual production, especially in the course of Social Communication because as a mean of expression, writing and professional are important tools to achieve a clear objective and a summary of what you want to express.

While 100% of the students surveyed were unanimous in saying that is really important in their career the preparation as future Social Communicators, aspects such as writing, the identification and development of synthesis, references, technical and communicative elements that construct the professional expressive context are of great importance to contribute to an optimal preparation within the virtuality of Unad.

## Conclusion

Although the Unad offers an optimal preparation for the professionals who graduate from the many Ceads, and encourage students in the preparation work for communicative and discursive skills in the Social Communication program; the competing demands in a globalized market, the disproportionate increase of information and the high influence that exists in the media, present an overview of the requirements and challenges of the future professional. The social communicator must deal with skills that help them to shine in programs and high positions in a national or international context, where their

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expression and textual production respond not only to the needs of the many readers in different cultures, but exceeds the expectations in the media that provide information and that work to create communicative links between culture and information.

That is why the update and innovation, especially in the areas of virtuality, are one of the requirements needed to potentiate knowledge and skills in students as well as encourage them to accomplish new skills and create intellectual properties translated and transmitted with quality worldwide. Those skills should be exemplified from the speech, dialect, writing and reading of the teachers, as well as the texts produced by the university.

## Recommendations

- The UNAD can provide students of Social Communication with preparation in the subject of textual production and related topics, such as the skills that add a special value to the promotion, offering extension courses on the subject.
- Within the Social Communication program, virtual strategies can be created to lead a process in which the course activities encourage students to textual production, offering recognition and virtual spaces to publish the best productions, either by theme or trends.
- It is also important that in the learning process, for students of Social Communication to pay greater attention to the subject of the presentation, the content of the work and written submissions, as well as at the level of form, since what is not controlled is not corrected and what is not corrected neither improved.
- Lead the design and operation of a virtual writing centre, in order to support and advice to students on the subject of textual production and the interest to share documents created by the students themselves.
- Create a space for the accreditation of the modules and contents of each academic year in the program so that they help students as an example of quality.

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